TEST OF ENGLISH FOR THE UNDERGRADUATE DEGREE IN BENI CULTURALI AT THE DEPARTMENT OF LETTERE E FILOSOFIA

TEST SPECIFICATIONS
CONSTRUCTS AND TASK FRAMEWORKS

CENTRO LINGUISTICO DI ATENEO
UNIVERSITA’ DI TRENTO
The users of the online English for Beni Culturali Tests at level B2 are undergraduate or postgraduate students studying in the fields of Cultural Heritage. The tests require students to demonstrate their competence in English in a range of academic, personal and professional contexts and to a limited extent public contexts. Students are assessed on their competence in listening, reading, writing and speaking (the speaking component is accessed if students achieve a 60% pass on the writing component but is not part of the test materials encountered online). The result of the test is PASS or FAIL. The result conveys whether or not a candidate would be able to cope with a reasonable degree of autonomy in English-medium contexts.

The practical side of university life – study skills, organizing accommodation, organizing events or meetings etc – which falls under the personal or public domain for communication, can be represented in the test. The majority of the content of the tests covers two domains of communication: the English of formal instruction (educational domain); and language used in simple professional contexts that are straightforward and understandable to candidates with no professional experience (professional domain).

The tests incorporate authentic materials. Where possible the tasks reflect the type of interaction students would engage in with the input in English in Target Language Use Situations (TLUS) outside of the testing environment. The test materials cover the areas of Cultural Heritage. However, all texts chosen are broadly comprehensible to all students regardless of their discipline. Students listen to or read material pertinent to their field of study, as well as encountering material from the other disciplines. Although the content of each text is comprehensible to all students regardless of their discipline, the texts challenge their powers of abstraction and discernment. Students are required to cope with a variety of texts, topics and operations used in the TLUS detailed in each task rubric. At this level students are also required to cope with standard dialect in a variety of accents. Students are required to demonstrate understanding of literal and implied meaning when there are clear textual clues to do so. In production, students are required to demonstrate ability to express their ideas and discuss complex problems in a structured and coherent way.

The tests are not designed to test content knowledge. They are tests of language competence. The content and contexts are based broadly on immediately recognizable situations in the world of work and academic life studying Cultural Heritage. The degree course content listed on the department website informs the choice of topic and text used in the tests. The topics covered do not go into more detail than a B2 level candidate from a different discipline could readily understand. Any highly technical vocabulary is glossed and the level of abstraction or complexity is monitored and amended according to what a B2 level candidate could reasonably be asked to cope with. The topics do, however, provide contexts that give students the opportunity to perform at their best during the test.

Where possible tasks should be designed according to situational and interactive authenticity. Situational authenticity is the degree to which the test method characteristics of a language task reflect the characteristics of a real life situation in which the language will be used. The TLUS in the rubric should make the task purpose clear to facilitate goal setting and strategy. In designing a situationally authentic task, it is necessary to determine the critical features that define the task in the TLUS domain – professional or academic operations with a set of linguistic requirements. Once a clear idea of the TLUS has been formed, task and item types need to be selected on the basis of how closely they engage the targeted competencies. The real life listening / reading / writing event should be reflected in the test task. That could be listening to a lecture or discussion between colleagues to solve a problem, reading a class handout or product specifications or writing an email to a tutor or co-worker.
Interactional authenticity regards the interaction between test task and test taker. Where possible, tasks should incorporate the goal-directed purposive nature of language as communication, which means that they must involve the test taker in functions other than simply demonstrating knowledge of the language.

This means test writers should:

- make use of texts, situational contexts, and tasks which simulate real life without trying to replicate it exactly. For example, a reading task could require a candidate to scan for specific terms in the text, rather than automatically requiring them to read the text closely, attentively and in detail;
- attempt to use situations and tasks which are likely to be familiar and relevant to the intended test taker at B2 level. Operations are detailed in the tables below;
- make clear, in providing contexts, the purpose for carrying out a particular task.

CEFR Background Information

GLOBAL SCALE

<table>
<thead>
<tr>
<th>Independent User</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
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</table>

LISTENING

**OVERALL LISTENING COMPREHENSION**

<table>
<thead>
<tr>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</td>
</tr>
</tbody>
</table>

Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

**UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS**

<table>
<thead>
<tr>
<th>B2</th>
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<tbody>
<tr>
<td></td>
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</table>
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

**LISTENING AS A MEMBER OF A LIVE AUDIENCE**

**B2**
Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

**LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS**

**B2**
Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

**LISTENING TO AUDIO MEDIA AND RECORDINGS**

**B2**
Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
## READING

<table>
<thead>
<tr>
<th>OVERALL READING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>READING FOR ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can scan quickly through long and complex texts, locating relevant details.</td>
</tr>
<tr>
<td>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</td>
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<table>
<thead>
<tr>
<th>READING FOR INFORMATION AND ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</td>
</tr>
<tr>
<td>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</td>
</tr>
<tr>
<td>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</td>
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</table>
## WRITING

<table>
<thead>
<tr>
<th>OVERALL WRITTEN PRODUCTION</th>
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<tbody>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</td>
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<table>
<thead>
<tr>
<th>OVERALL WRITTEN INTERACTION</th>
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<tbody>
<tr>
<td>B2</td>
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<tr>
<td>Can express news and views effectively in writing, and relate to those of others.</td>
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<table>
<thead>
<tr>
<th>REPORTS &amp; ESSAYS</th>
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<tbody>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</td>
</tr>
<tr>
<td>Can evaluate different ideas or solutions to a problem.</td>
</tr>
<tr>
<td>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>Can synthesise information and arguments from a number of sources.</td>
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</table>
## SPEAKING

<table>
<thead>
<tr>
<th>OVERALL SPOKEN INTERACTION</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</td>
<td></td>
</tr>
<tr>
<td>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</td>
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<table>
<thead>
<tr>
<th>OVERALL ORAL PRODUCTION</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</th>
<th>B2</th>
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</thead>
<tbody>
<tr>
<td>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</td>
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<table>
<thead>
<tr>
<th>CONVERSATION</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</td>
<td></td>
</tr>
<tr>
<td>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</td>
<td></td>
</tr>
<tr>
<td>Can convey degrees of emotion and highlight the personal significance of events and experiences.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMAL DISCUSSION (WITH FRIENDS)</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can keep up with an animated discussion between native speakers.</td>
<td></td>
</tr>
<tr>
<td>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</td>
<td></td>
</tr>
<tr>
<td>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</td>
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</tr>
<tr>
<td>Can with some effort catch much of what is said around him/her in discussion, but may find it...</td>
<td></td>
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</tbody>
</table>
difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

### FORMAL DISCUSSION (MEETINGS)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</td>
</tr>
</tbody>
</table>

### INFORMATION EXCHANGE

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.</td>
</tr>
</tbody>
</table>

### INTERVIEWING AND BEING INTERVIEWED

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</td>
</tr>
</tbody>
</table>

### SUSTAINED MONOLOGUE (DESCRIBING EXPERIENCE)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.</td>
</tr>
</tbody>
</table>

### SUSTAINED MONOLOGUE (PUTTING A CASE)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some</td>
</tr>
</tbody>
</table>
length with subsidiary points and relevant examples.

Can construct a chain of reasoned argument.

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**ADDRESSING AUDIENCES**

<table>
<thead>
<tr>
<th>B2</th>
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</table>

Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.

Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.

Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.

Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.
## ACROSS SKILLS

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPENSATING</strong></td>
<td>B2</td>
<td>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</td>
</tr>
<tr>
<td><strong>MONITORING &amp; REPAIR</strong></td>
<td>B2</td>
<td>Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can make a note of „favourite mistakes“ and consciously monitor speech for it/them.</td>
</tr>
<tr>
<td><strong>GENERAL LINGUISTIC RANGE</strong></td>
<td>B2</td>
<td>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</td>
</tr>
<tr>
<td><strong>VOCABULARY RANGE</strong></td>
<td>B2</td>
<td>Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</td>
</tr>
<tr>
<td><strong>VOCABULARY CONTROL</strong></td>
<td>B2</td>
<td>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</td>
</tr>
<tr>
<td><strong>GRAMMATICAL ACCURACY</strong></td>
<td>B2</td>
<td>Good grammatical control. Occasional &quot;slips&quot; or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</td>
</tr>
<tr>
<td><strong>PHONOLOGICAL CONTROL</strong></td>
<td>B2</td>
<td>Has a clear, natural, pronunciation and intonation.</td>
</tr>
<tr>
<td><strong>ORTHOGRAPHIC CONTROL</strong></td>
<td></td>
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<td>--------------------------</td>
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<tr>
<td><strong>B2</strong></td>
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<td></td>
</tr>
<tr>
<td>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.</td>
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<tr>
<td>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</td>
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<table>
<thead>
<tr>
<th><strong>SOCIOLINGUISTIC APPROPRIATENESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</td>
</tr>
<tr>
<td>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</td>
</tr>
<tr>
<td>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</td>
</tr>
<tr>
<td>Can express him/herself appropriately in situations and avoid crass errors of formulation.</td>
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<table>
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<tr>
<th><strong>FLEXIBILITY</strong></th>
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<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.</td>
</tr>
<tr>
<td>Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.</td>
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<table>
<thead>
<tr>
<th><strong>THEMATIC DEVELOPMENT</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</td>
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<table>
<thead>
<tr>
<th><strong>COHERENCE</strong></th>
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<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can use a variety of linking words efficiently to mark clearly the relationships between ideas.</td>
</tr>
<tr>
<td>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution.</td>
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<table>
<thead>
<tr>
<th><strong>TAKING THE FLOOR (TURNTAKING)</strong></th>
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<tbody>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking.</td>
</tr>
<tr>
<td>Can initiate discourse, take his turn when appropriate and end conversation when he/she...</td>
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</tbody>
</table>
needs to, though he/she may not always do this elegantly.

Can use stock phrases (e.g. That's a difficult question to answer) to gain time and keep the turn whilst formulating what to say.

**COOPERATING**

Can give feedback on and follow up statements and inferences and so help the development of the discussion.

Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.

**ASKING FOR CLARIFICATION**

Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.

**IDENTIFYING CUES AND INFERRING**

Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

**PROPOSITIONAL PRECISION**

Can pass on detailed information reliably.

**SPOKEN FLUENCY**

Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.

Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
### ONLINE BENI CULTURALI TESTS LEVEL B2 OVERVIEW:

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>NO. ITEMS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
<tr>
<td>TASK 2</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
<tr>
<td>TASK 3</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>15</td>
<td>TOTAL TIME   20 MINS</td>
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<table>
<thead>
<tr>
<th>READING</th>
<th>WORD COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>7</td>
</tr>
<tr>
<td>TASK 2</td>
<td>7</td>
</tr>
<tr>
<td>TASK 3</td>
<td>6</td>
</tr>
<tr>
<td>WORD COUNT</td>
<td>1,500 WORDS MAX</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
<th>TOTAL WORD COUNT</th>
<th>APPROX 180 WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>TOTAL TIME</td>
<td>35 MINS</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>20</td>
<td>OVERALL TEST TIME</td>
</tr>
</tbody>
</table>
LISTENING SECTION

Listening Construct:
The listening tasks should measure the candidates’ competence in the following areas:

- **Knowledge of the sound system**: discriminating stress patterns within words; discriminating sounds in connected speech; recognizing and understanding intonation, stress; recognizing and understanding attitudinal meaning through pitch, pause and tempo.

- **Understanding full linguistic meanings**: knowledge of syntax, vocabulary, discourse structure, understanding longer texts, the ability to use that knowledge automatically in real time.

- **Understanding inferred meanings**: grammatical, discourse and pragmatic knowledge – understanding inferred meanings and unstated implications.

TEXT CONSIDERATIONS

- Listening tests should require fast, automatic, on-line processing of texts that have the characteristics of typical spoken language. The texts should contain features of the CEFR descriptors in the tables above and be in line with the realistic and reasonable TLUS at B2 level.
- Only knowledge that has been provided in the text should be open for interpretation.
- The scripted and teacher recorded texts should be in line with the CEFR B2 level descriptors and reflect the realistic TLUS at this level. Texts are chosen once the complexity and density of information and level of abstraction are deemed appropriate for B2. When scripting texts writers should take into account appropriate periods of redundancy.
- Listeners should be required to understand the basic linguistic information in lectures and multi-participant discussions. Listeners should be able to distinguish main ideas from their supporting detail.
- Listening tasks should require candidates to obtain the important concrete facts and details that are presented in the text. The general idea is for candidates to demonstrate they can autonomously participate in academic life, and to an extent professional life, and obtain information from spoken discourse that will increase their knowledge and understanding of the subject being dealt with.
- Where appropriate, listeners should be required to process both literal and inferred meanings. Inferred meanings should be based on linguistic clues or other clear evidence from the text, which may include attitude expressed through intonation patterns. Items of this kind are demanding and should be limited to one or two items in any single task.
Assessment objectives for listening

Vocabulary:

Comprehension of spoken English pertinent to communicative situations relevant to the world of beni culturali. Knowledge and understanding of vocabulary that facilitates access into a variety of academic and professional content areas.

Spoken discourse:

Knowledge and understanding of the conventions of spoken discourse in English to facilitate access to new knowledge. Understanding the speaker's attitude to the issue being discussed.

<table>
<thead>
<tr>
<th>Listening 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
</tr>
<tr>
<td>Contextualized TLUS – listening to spoken English in the context of the educational / professional domain of communication</td>
</tr>
<tr>
<td>Task instructions</td>
</tr>
<tr>
<td>Audio - Candidate may listen twice</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Principally to assess candidate's ability to understand specific information in a monologue. Some items can test global understanding of the whole text / important section.</td>
</tr>
<tr>
<td><strong>Intended operations</strong></td>
</tr>
<tr>
<td>• Identifying purpose and scope</td>
</tr>
<tr>
<td>• Identifying topic and following topic development</td>
</tr>
<tr>
<td>• Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)</td>
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<td>• Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits)</td>
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<td>• Inferring relationships (cause, effect, conclusion)</td>
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<td>• Deducing meanings of words from context</td>
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<td>• Recognizing markers of cohesion</td>
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<tr>
<td>• Obtaining factual information</td>
</tr>
<tr>
<td>• Focused listening</td>
</tr>
<tr>
<td>• Detailed note taking</td>
</tr>
<tr>
<td>• Recognizing function of intonation to signal information structure (pitch, volume, pace)</td>
</tr>
<tr>
<td>• Detecting attitude of speaker toward subject matter</td>
</tr>
<tr>
<td>• Following different styles of lecturing (informal,</td>
</tr>
</tbody>
</table>
Recognizing relevant matter from digressions
Recognizing instructional / learner tasks (warnings, suggestions, recommendations, advice, instructions)
Summarizing
Recognising and understanding opinions
Understanding comparisons and contrasts
Recognizing and understanding speculation
Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

Type of task
- 4 option multiple choice questions
- Matching
- Multiple matching
- Note completion – presented as bullet points
- Note completion – presented as a table
- 5 option selection from list of 9 options
- Constructed response – No more than 3 words and / or a number
- Constructed response – Labelling diagram, flow chart

Number of items
5

Type of text
Monologue
Domain: educational / professional

Nature of information
Excerpt from a talk on a subject relevant to beni culturali

Speakers
One speaker delivering the talk

Text length
Approx 400-450 words - 2 mins 30 secs

Score
1 point per item

Listening 2
Contextualized TLUS – listening to a discussion in English in the context of the educational, public or professional domains of communication

Structure
Task instructions
Audio - Candidate may listen twice
Items
Objective

To assess candidate’s ability to understand the gist and necessary details of a multi-participant conversation at normal speed

- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Recognizing markers of cohesion
- Obtaining factual information
- Focused listening
- Detailed note taking
- Recognizing function of intonation to signal information structure (pitch, volume, pace)
- Detecting attitude of speaker toward subject matter
- Recognizing relevant matter from digressions
- Recognising and understanding opinions
- Understanding comparisons and contrasts
- Recognizing and understanding speculation
- Following conversations revolving around a variety of concerns related to beni culturali / familiar, predictable professional communicative situations / familiar, predictable public communicative situations
- Recognising and understanding opinions
- Recognizing speaker purpose
- Identifying evidence for claim and recognizing supporting information
- Understanding expressions of agreement / disagreement
- Following discussion development and relationships between emerging content
- Recognizing indications of uncertainty

Intended operations

Type of task

4 option multiple choice questions
Matching
Multiple matching
Note completion – presented as bullet points
Note completion – presented as a table
5 option selection from list of 9 options
Constructed response – No more than 3 words and / or a number
Constructed response – Labelling diagram, flow chart

<table>
<thead>
<tr>
<th>Number of items</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of text</td>
<td>Multi-participant discussion&lt;br&gt;Domains: educational, public, professional</td>
</tr>
<tr>
<td>Nature of information</td>
<td>Topics pertinent to beni culturali that are explored in contexts like panel discussions, open Q&amp;A sessions, university seminars etc.&lt;br&gt;Topics pertinent to beni culturali that are explored in discussions in familiar professional situations between colleagues etc</td>
</tr>
<tr>
<td>Speakers</td>
<td>Multiple participants engaged in discussion</td>
</tr>
<tr>
<td>Text length</td>
<td>Approx 40-450 words 2 mins 30 secs</td>
</tr>
<tr>
<td>Score</td>
<td>1 point per item</td>
</tr>
</tbody>
</table>

### Listening 3

<table>
<thead>
<tr>
<th>Structure</th>
<th>Contextualized TLUS – listening to spoken English in the context of the educational / professional / public domain of communication&lt;br&gt;Task instructions&lt;br&gt;Audio - Candidate may listen twice&lt;br&gt;Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To assess candidates' ability to understand specific details in a formal exchange</td>
</tr>
<tr>
<td>Intended operations</td>
<td>• Identifying purpose and scope&lt;br&gt;• Identifying topic and following topic development&lt;br&gt;• Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)&lt;br&gt;• Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits)</td>
</tr>
</tbody>
</table>
• Inferring relationships (cause, effect, conclusion)
• Recognizing key lexical items related to topic
• Deducing meanings of words from context
• Recognizing markers of cohesion
• Obtaining factual information
• Focused listening
• Detailed note taking
• Recognizing function of intonation to signal information structure (pitch, volume, pace)
• Detecting attitude of speaker toward subject matter
• Following different styles of delivery (informal, conversational, unplanned)
• Recognizing relevant matter from digressions
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation
• Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

4 option multiple choice questions
Matching
Multiple matching
Note completion – presented as bullet points
Note completion – presented as a table
5 option selection from list of 9 options
Constructed response – No more than 3 words and / or a number
Constructed response – Labelling diagram, flow chart

Type of task

Number of items 5

Type of text

Dialogue (Questions and follow up comments from speaker 1 but most of the substance is supplied by speaker 2)
Domain: educational / public / professional

Nature of information

Interview, tutorial, seminar, long turn panel discussion etc

Speakers

Interlocutor and respondent

Text length

Approx 400-450 words - 2 mins 30 secs

Score
1 point per item

Suggested time allotted for three tasks: 20 minutes
**READING SECTION**

**Reading Construct:**
The reading tasks should measure the candidates’ competence in the following areas:

- **Knowledge of script:** discriminating graphemes, following spelling system, understanding punctuation.

- **Understanding full linguistic meanings:** deducing meaning and use of unfamiliar lexical items through understanding of word formation: stem/roots, affixation, derivation, compounding, deducing meaning through contextual clues.

- Understanding explicitly stated information.

- Understanding conceptual meaning, particularly: quantity and amount; definiteness and indefiniteness; comparison and degree; time (tense and aspect); location and direction; cause; result; purpose; reason; condition; contrast.

- Understanding relations within a sentence: elements of sentence structure; modifiers.

- Understanding relations between parts of a text through lexical cohesion: repetition; synonymy; lexical set; general words.

- Understanding relations between parts of a text through grammatical cohesive devices.

- Recognizing discourse indicators for: introducing; developing; transitioning; concluding; emphasising; explaining and clarifying.

- Identifying the main point or important information in a text.

- Distinguishing the main idea from supporting details by differentiating: primary from secondary significance; the whole from its parts; a process from its stages; category from exponent; statement from example; fact from opinion; a proposition from its argument.

- Extracting salient points to summarise: the whole text; a specific idea / topic in the text; the underlying idea or point in the text.

- Selective extraction of relevant points from a text involving: the coordination of relevant information; the ordered rearrangement of contrasting items; the tabulation of information for comparison and contrast.

- Skimming to obtain: the gist of the text; a general impression of the macro structure of the text.

- Search reading: locating information on predetermined topics. It is reading to answer set questions or to provide data for an assignment. It is different from skimming because the search for information is guided by predetermined topics so the reader does not necessarily have to establish a macro-propositional structure of the whole text.

- Scanning to locate specifically required information on: a single point; more than one point; a whole topic.

- Careful reading: understanding the majority of information in the text / part of the text – the process is not selective. A macro-structure of the text is built up on the basis of the majority of the information in the text.
**Assessment objectives for reading**

**Vocabulary and Syntax in Print:** Knowledge of English vocabulary and applied knowledge of correct syntax to comprehend written text. Knowledge and understanding of vocabulary that facilitates access into a variety of academic / public / professional content areas.

**Advanced Comprehension:** Ability to read English fluently and identify facts and evidence in order to interpret and analyse text. Ability to recognise writer attitude.

**Informational/Expository Text:** Identification and analysis of purposes, structures, and elements of non-fiction English texts.

---

**Reading 1**

Contextualized TLUS – reading to access and enhance knowledge in an English medium university context

**Structure**

- Task instructions
- Text
- Items

**Objective**

To assess candidate’s ability to understand the necessary details of semi-formal texts.

**Intended operations**

- Reading for gist and reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Obtaining factual information
- Focused reading
• Detailed note taking
• Understanding accompanying tables / graphs / graphics and how they relate to text
• Detecting attitude of writer toward subject matter
• Recognizing and following different registers and degrees of formality
• Recognizing relevant matter from redundant material
• Recognizing instructional / learner tasks (warnings, suggestions, recommendations, advice, instructions)
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation
• Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

Type of task

- Constructed response – 3 words and or a number
- Matching
- Multiple matching
- Summary completion
- Note completion – bullet points or table
- Replace sentence
- Which sentence does not fit?
- True/False/Not given
- Labelling diagram, flowchart
- Select 5 true statements from a list of 9 options

Number of items

- 7

Type of text

- Personal / semi-formal email correspondence;
- semi-formal internet forum contributions;
- instructional / promotional / informative material;
- reviews;
- magazine / website interviews;
- blogs;
- press releases.

Nature of information

- Informative / pragmatic / personal texts pertinent to matters relating to beni culturali (personal / professional / educational / public)

Text length

- Approx 400-500 words

Score
1 point per item

**Reading 2**

**Structure**
- Contextualized TLU
- Task instructions
- Text
- Items

**Objective**
To assess candidate’s ability to understand the gist and necessary details of an informative formal or semi-formal text.

- Reading for gist and reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Recognizing fact from opinion
- Focused reading
- Detailed note taking
- Understanding accompanying tables / graphs / graphics and how they relate to text
- Detecting attitude of writer toward subject matter
- Recognizing and following different registers and degrees of formality
- Recognizing relevant matter from redundant material
- Summarizing
- Recognising and understanding opinions
- Understanding comparisons and contrasts
- Recognizing and understanding speculation

**Intended operations**

**Type of task**
- Constructed response – 3 words and or a number
- Matching
- Multiple matching
- Summary completion
Note completion – bullet points or table
Replace sentence
Which sentence does not fit?
True/False/Not given
Labelling diagram, flowchart
Select 5 true statements from a list of 9 options

Number of items 7

Type of text
Newspaper / website article, editorial
Magazine article
Blog
Instructional / promotional / informative material

Nature of information Topic of general interest in the context of beni culturali.

Text length Approx 400-500 words

Score 1 point per item

Reading 3

Structure
Contextualized TLU
Task instructions
Text
Items

Objective
To assess candidate’s ability to understand the necessary details of a formal informative / academic text.

- Reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
• Recognizing key lexical items related to topic
• Deducing meanings of words from context
• Recognizing markers of cohesion
• Recognizing fact from opinion
• Focused reading
• Detailed note taking
• Understanding accompanying tables / graphs / graphics and how they relate to text
• Detecting attitude of writer toward subject matter
• Recognizing relevant matter from redundant material
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation

**Type of task**  
4 option multiple choice questions

**Number of items**  
6

**Type of text**  
Formal text on a topic relating to beni culturali

**One of the following:**

**Nature of information**  
Detail is contained in a more complex text. Candidates are required to locate and understand necessary information to process the entire text.

**Text length**  
Approx 400-500 words

**Score**  
1 point per item

**Suggested time allotted for three tasks: approx 35 minutes**
Candidates must demonstrate their written communication skills at B2 level. They are required to produce an expository text that responds to three task commands. Responses to each command should be adequately developed with detail, examples, descriptions, etc. as appropriate, that demonstrate ability to manage extended stretches of discourse. Written production should be coherent and make a meaningful contribution considering the context of a UNITNMAG text / article. Candidates must demonstrate the ability to produce well-structured texts on familiar topics relevant to Beni Culturali, express opinions convincingly, organise their ideas logically and demonstrate clarity of expression. Successful candidates set out their ideas in a logical, accurate and coherent way, support them with reasons and examples and convey complex thought processes using appropriate lexical resources and writing in a suitable register.

A contribution to UNITNMAG needs to be neutral and in an appropriate register for target readers. There can also be a variety of potential text types - review, article, opinion piece, blog entry, information sheet, description etc. While these text types follow conventions, the focus of assessment is on control of structure and lexis. While the substance of the response must be relevant to the task, the idea is NOT for candidates to demonstrate knowledge of genre conventions. As long as responses are generally in an appropriate register, adherence to text conventions is not an important issue and should not negatively affect assessment. The task should help to make broad generalizations about writing competence, not the ability to reproduce genre specific conventions.

**Writing Construct:**
The writing task should measure the candidates’ competence in the following areas:

- Manipulating English script: forming graphemes; knowledge of English spelling; using punctuation.
- Expressing information explicitly.
- Expressing conceptual meaning: quantity and amount; definiteness and indefiniteness; comparison and degree; tense and aspect; location and direction; cause; result; purpose; reason; condition; contrast.
- Use of elements within a sentence: premodification, postmodification, sentence adverbs; use of negation; inter and intra sentential connectors; embedded clauses; theme and stress position.
- Expressing relationships between parts of a text through lexical cohesion devices: repetition; synonymy; hyponymy; lexical set / collocation.
- Expressing relationships between parts of a text through grammatical cohesion: reference; comparison; substitution; ellipsis; logical connectors.
- Using indicators in writing for: introducing an idea; developing an idea; transition to another idea; concluding an idea; emphasising a point; explanation or clarification of a point already
made; anticipating an objection or contrary view.

- Indicating the main point or important information through topic sentences in paragraphs.
- Expanding the salient relevant points into summary of: the whole text; specific idea / topic in the text.
- Planning and organizing information (expounding an argument, evaluating evidence) using rhetorical functions: definition; classification; description of properties; description of process; description of change of state.

Assessment objectives for writing:

Writing: Writing in English with clear focus, coherent organization, and sufficient detail.
Material on matters relating to Beni Culturali conveyed precisely using a range of discipline specific lexis with a good degree of accuracy. Grammatical, lexical and organizational choices facilitate comprehension.

Writing

Structure
Contextualized TLU – an article / contribution to UNITNMAG.
Task instructions
Criteria for success

Objective
To assess candidate’s ability to write clear, detailed texts on a variety of subjects related to Beni Culturali by responding to common functional commands - describing, explaining, persuading, arguing etc.

Writing an expository text. The text should perform a range of the following operations:

Expressing:
- opinions
- comment
- reasons
- justification

Directing:
- informing

Describing:
- actions
You see the following notice in the UNITRENTOMAG:

We are creating a digital archive of inspiring cultural locations from around the world. We would like you to write about a cultural location you think should go in the UNITRENTOMAG archive. You choose! Tell us about a monument, a building, an installation, a museum... it’s up to you!

In your text:

- **provide some factual information** - who uses it and how? When was it
<table>
<thead>
<tr>
<th>Commands</th>
<th>made and who made it? Etc.</th>
</tr>
</thead>
</table>
| Criteria for success | • **describe** the cultural location in detail;  
| | • **explain** why it is important to the local community / people in general. |

Your response should:

have an introduction and conclusion; develop your points with detail and examples; have a logical and helpful organization; have a variety of structures and vocabulary.

Write your answer in approximately 180 words.

**Suggested time allotted for writing task: approx 35 minutes**
SPEAKING SECTION

Speaking Construct

The aim of this section of the test is to assess the examinees' ability to interact effectively in English. They should be able to use language appropriately when discussing familiar situations and topics related to their field of study. Candidates are expected to produce extended stretches of discourse on familiar topics that demonstrate flexibility and autonomy. The tasks provide opportunities for students to demonstrate knowledge of discipline specific lexis.

Ability to interact effectively consists of the following aspects of speaking:

Ability to use language appropriately in different situations. This is reflected in the ability to:

- vary the degree of formality of phrases and structures depending on the situation - language register in the long turn task may be more formal than the more conversational final discussion task.

Clarity of presentation. This stems from ability to:

- organise information in an easily comprehensible order, both at the macro level of the issue being dealt with and at the level of individual utterances;
- use discourse markers, repetition, and stress to emphasise important points and make the text structure more salient to the listeners.

Ability to discuss topics related to Beni Culturali. This is reflected in the ability to:

- express opinions concisely as well as elaborate them by specifying, exemplifying, giving reasons;
- take the interlocutor's (examiner and other candidate) contribution into account and tie the content and format of the candidate's own turn to this;
- use strategies to enhance the effectiveness of the candidate's own contribution, e.g. using gestures, loudness, and rhythm; employing introductory phrases and set responses; explicitly signalling reference and structure of own contribution.

Prerequisites of the above specified abilities are:

- good knowledge of the vocabulary and structures of the language, and ability to access the knowledge relatively fast;
- comprehensible pronunciation;
- ability to comprehend and react to the interlocutor's speech.
Assessment objectives for speaking

**Dialogue:**
Purposefully engaging in dialogue with the interlocutor by responding and initiating appropriately, conveying information and attitude. Knowledge of sociolinguistic conventions of conversing with the examiner and the other candidate.

Giving a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail. Presenting substance clearly and coherently. Responding to spontaneous questions promptly and effectively.

**Monologue:**

Speaking 1

<table>
<thead>
<tr>
<th>Structure</th>
<th>Interlocutor asks individual candidates questions about familiar topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To assess candidates' ability to sustain small talk on a variety of familiar everyday topics and topics related to personal and university life.</td>
</tr>
<tr>
<td>Intended operations</td>
<td>Talking about everyday familiar situations and about studying at university.</td>
</tr>
<tr>
<td></td>
<td>• Understanding questions on familiar topics from the personal and educational domains of communication</td>
</tr>
<tr>
<td></td>
<td>• Responding to questions spontaneously with an appropriate amount of detail</td>
</tr>
<tr>
<td></td>
<td>• Responding to questions in an appropriately conversational register</td>
</tr>
<tr>
<td>Type of task</td>
<td>Interlocutor questions each candidate</td>
</tr>
<tr>
<td>Time</td>
<td>Approx 3 minutes</td>
</tr>
<tr>
<td>Input</td>
<td>Interlocutor asks open questions</td>
</tr>
<tr>
<td>Task</td>
<td>Each candidate responds spontaneously to questions asked. Candidates are not expected to develop answers into a conversation.</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Topics</td>
<td>Familiar personal topics - family, interests, travel etc - and any relevant aspect of university life.</td>
</tr>
</tbody>
</table>

## Speaking 2

<table>
<thead>
<tr>
<th>Structure</th>
<th>Written stimulus on a card supplied by the examiner. A different card for each candidate. The broad topic is the same for both candidates but each card covers different subtopics. Candidate has 1 minute to prepare a long turn talk of max. 2 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To assess candidates' ability to: maintain discourse without support; organize substance coherently; use a range of vocabulary and structures appropriately.</td>
</tr>
</tbody>
</table>

Discussing the situation presented in the written stimulus providing personal opinion, reasons and evidence and detail to support and elaborate position. This may do a range of the following:

- Summarising situation presented on the written stimulus
- Stating opinion
- Stating claims in support of opinion narrowing focus from generalisations to supporting ideas, examples
- Organising response with discourse markers
- Using key lexical items related to topic
- Conveying substance with an appropriately conversational register
- Relating both opinions and facts
- Changing or developing topic naturally and helpfully

Commands in guided points can include:

- Imparting information
- Expressing attitude and opinion
- Expressing knowledge / memory / belief
- Expressing modality - obligation / recommendation /
### Type of task
Long turn guided response with input from written stimulus.

### Time
Approx 3 minutes

### Input
Individual task sheets placed in front of both candidates. The task sheet establishes a topic and provides 3 bullet point task commands that should direct the candidates' responses.

### Task
Candidates can prepare for their long turn contribution for 1 minute. Candidates then deliver their talk following task commands.

### Topics
Readily accessible topics pertinent to Beni Culturali.

### Speaking 3

<table>
<thead>
<tr>
<th>Structure</th>
<th>Candidates are given a card with a topic that relates to the written input cards in the previous task. The card presents more complex, impersonal questions to stimulate discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To assess candidates' ability to have a conversation about a topic related to Beni Culturali, expressing ideas and opinions with precision; presenting and responding to complex lines of argument convincingly; commenting; putting point of view clearly; evaluating alternative proposals and making and responding to hypotheses.</td>
</tr>
</tbody>
</table>
| Intended operations | Participating in a conversation:  
- deciding and managing courses of action  
- summarising  
- expressing wishes / desires / preferences  
- expressing attitude and opinion  
- explaining reasons  
- providing examples  
- comparing / contrasting  
- speculating / predicting |
- developing and building a case - collaborative / individual
- problem solving
- prioritizing
- understanding potentially unpredictable questions
- responding appropriately to questions

<table>
<thead>
<tr>
<th>Type of task</th>
<th>Dialogue – conversation between candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Approx 5 minutes</td>
</tr>
<tr>
<td>Input</td>
<td>Candidates are informed they have 5 minutes for this task and are given the task card. The card has two or three questions that could elicit extended discussion. Candidates are advised that they do not need to discuss all the questions. Candidates are advised they are assessed on their participation in the conversation, not whether they can answer all the questions exhaustively. The questions are designed to stimulate discussion. Interlocutor provides a task card with questions for discussion related to the topic in the previous task. Candidates are advised that the test will end after five minutes of discussion regardless of whether they have discussed all questions on the card.</td>
</tr>
<tr>
<td>Task</td>
<td>Candidates should spontaneously discuss the topic in depth and draw the substance of their discussion purposefully forward as would occur in a similar discussion in a non-testing situation. They should exchange opinions and react to the substance that they hear. The task sheet presents open questions and candidates should attempt to unpack some of the complexities inherent in them.</td>
</tr>
<tr>
<td>Topics</td>
<td>Culture and artistic heritage.</td>
</tr>
</tbody>
</table>
Example speaking tasks:

**SPEAKING TASK 1 - EXAMINER TO CANDIDATES**

Tell me about your family.
Do you share a house or a flat with people in your family?
When was the last time you had a family party?
Who are you similar to in your family?

Now tell me about your free time.
What do you enjoy doing when you're not studying or working?
What activities do you do to keep fit?
Etc ..... 

**SPEAKING TASK 2 - CANDIDATE 1 LONG TURN**

You have one minute to make notes on the following topic. You will then have up to two minutes to talk about it.

Imagine a film maker wants to produce a travel documentary about where you are from. She has asked you for some information.
- Describe the location of the place you come from;
- Describe some of the tourist attractions;
- Talk about the time of year tourists should go there and explain why.

**SPEAKING TASK 2 - CANDIDATE 2 LONG TURN**

You have one minute to make notes on the following topic. You will then have up to two minutes to talk about it.

Think of a place in another part of the world that you would love to visit in the future.
- Say how you know about the place;
- Explain how you would go there;
- Describe some of the attractions you would like to visit and say why they appeal to you.
SPEAKING TASK 3 - DISCUSSION

Talk together about these questions:

What kinds of unpredictable factors can have a negative effect on the tourism industry?

In the future, what kinds of development could there be in the tourism industry?

The test will end after 5 minutes’ discussion. You will not be penalized if you did not have time to discuss all the questions.

Time allotted for oral test: approx 14 - 15 minutes